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AUTHOR Parker, Candy
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ABSTRACT

The course described in this document is designed to acquaint students with people in the school and in the community. Language practice is concentrated on contrasting verb forms. Students participate in oral practice with their teachers and with teaching machines (such as the Language Master, tape recorder, and record player), complete oral and written exercises, and read simple selections written expressly for the purpose of reinforcing the material previously practiced orally. This quinmester is divided into three areas, each of which is intended to be covered in approximately three weeks. Each area is further subdivided into five or six sections of language practice, a reading selection, and exercises based on the material. (Author/VM)

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DOING YOUR OWN THING IN AND OUT OF SCHOOL

5110.03
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Written by Candy Parker

for the

DIVISION OF INSTRUCTION
DADE COUNTY PUBLIC SCHOOLS
Miami, Florida
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DOING YOUR OWN THING IN AND OUT OF SCHOOL

I. COURSE DESCRIPTION

A course designed to acquaint the students further with people in the school and in the community. Language practice will be concentrated on contrasting verb forms so that pupils may give attention to discussing the relationship between subjects they are now studying and their future vocational orientation of the students themselves.

The students will participate in oral practice with their teachers and with teaching machines such as the Language Master, tape recorder, and record player. They will complete oral and written exercises, and will read simple selections written expressly for the purpose of reinforcing the material previously practiced orally.

II. PERFORMANCE OBJECTIVES

The student shall be able to:

A. Imitate the sounds produced by the teacher.

B. Produce the given material orally with correct stress, rhythm, junctures, and intonation and with reasonably accurate pronunciation.

C. Utilize vocabulary with the given material in a manner that indicates understanding of its meaning.

D. Produce pertinent questions based on the material insofar as they represent previously practiced question patterns.

E. Respond with the correct answer to questions given by the teacher, by other pupils, or by classroom visitors.

F. Read previously practiced material orally with correct stress, rythm, junctures, and intonation.

G. Indicate comprehension of material written in English by:

1. Answer questions on the material

2. Producing questions on the material.

3. Performing given tasks such as arranging material in logical sequence, changing questions into statements and vice-versa, summarizing, describing, making lists, and so on.

III. LANGUAGE CONTENT

This quinmester is divided into three areas, each of which is intended to be covered in approximately three weeks. Each of the areas is further subdivided into five or six sections of language practice, a reading selection, and exercises based on the material. Supplementary exercises and oral drills may be selected from Book II, English for Today.

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AREA ONE

The parentheses can be substituted for the suggested substitutions at the end of Area One.

A. Patterns, Section I

1. (Can, Can't) (the teacher) (speak Spanish)?

2. Yes, (she) can. No, (she) can't. Of course.

3. Of course, (she) can. Of course, (she) can't.

4. (The teacher) can (speak Spanish). (She) can? Can (she)?

5. (The teacher) can (speak Spanish), but (the students) can't.

6. (The teacher) can (speak Spanish). (Mr. Morris) can, too. So can (Mr. Morris).

7. (The teacher) can't (speak Spanish). (Mr. Morris) can't either. Neither can (Mr. Morris).

B. Patterns, Section II

1. (The teacher) hopes (the pupils) (will) (come) (on time).

2. (She) hopes (they) won't be (late).

3. (Will) (the pupils) be (at school)?

4. Yes, (they) will. No, (they) won't. I know (they) (will, won't).

5. (The pupils) won't (be late), will (they)?

6. (The pupils) will (be on time) won't (they)?

7. (The principal) will try to (be) (there), and (the teacher) will, too.

8. (The principal) won't (be late), and (the teacher) won't either.

9. (The principal) will try to (be) (there). So will (the teacher).

10. (The principal) won't (be late). Neither will (the teacher).

C. Patterns, Section III

1. (The teacher) (will, won't) be (here, there, at the dance).

2. Will (she)? (She will)? Won't (she)? She won't?

3. (Will, won't) (the teacher) be (here, there, at the dance)?

4. (I) (thought, knew) (she) was (going, coming). (I) (didn't think, didn't know) (she) was (going, coming).

5. (Is) (the teacher) (going) (tonight)?

6. Maybe. Probably. Of course.

7. (She) may (go). Maybe (she'll) (go) (somewhere).

8. (She) probably (will, won't). (She'll) probably (stay home).

9. I'm afraid (she) can't. (She) can't (go) (tonight).

10. (She usually (goes) (somewhere) (every) (night).

11. (She) never (goes) (anywhere) (on) (Saturday).

D. Patterns, Section IV

1. (The teacher) (has to, wants to) (go) (somewhere) (tonight).

2. (Does) (the teacher) (have to, want to) (go) (anywhere) (tonight)?

3. (Doesn't) (the teacher) (have to, want to) (go) (anywhere) (tonight)?

4. REVIEW PATTERNS: Yes, (she) does. No, (she) doesn't. Of course. Maybe. Probably.

5. Where (does) (the teacher) (want to, have to) (go) (tonight)?

6. (She) wants to (go to the movies), but (she) (can't, doesn't have to).

7. (She) has to (go to school), but (she) (doesn't want to).

8. (She) can't (go to the movies), because (she) (has to, wants to) (stay home).

9. Why (can't) (the teacher) (come to the party)?

10. Because (she) (has to) (grade papers).

E. Patterns, Section V

1. (Do) (you) want to (go to the movies) with me?

2. Yes, let's go together.

3. No, thank you. (You'll) have to go alone.

4. LONG FORM: (She) can, but (she) won't.

5. (Bill) (likes to, wants to, has to) (come) (to school) (today), doesn't (he)?

6. (Bill) doesn't (like to, want to, have to) (play golf), does (he)?

7. (Bill) and (John) (like to, want to, have to) (come to school) (today), don't they?

8. (Bill) and (John) don't (like to, want to, have to) (play golf), do they?

F. Suggested Substitutions, Area One

1. The teacher:

   a. Any given name, such as Mike, John, Mr. Morris, etc.

   b. The following professional occupations: dentist, doctor, lawyer, architect, librarian, engineer, nurse, pharmacist, accountant, veterinarian, etc.

   c. Known vocabulary, such as the pupils, my friend, etc.

   d. The personal pronouns: he, she, I, they, you, and we.

2. speak Spanish: grade papers, instruct children, fix teeth, treat patients, help clients, draw plans, lay out projects, help doctors, organize books, dispense drugs, keep records, treat animals, play baseball, do (my) homework, etc.

3. does: do

4. is: am, are

5. will: won't (only when "will" appears in parentheses in the original pattern).

6. come: stay, go, be

7. coming: staying, going, being

8. on time: early, late, tonight, next week, next year

9. at/to school: at/to the party, at/to the dance, at/to the hospital, at/to the office, at/to the library, at/to the meeting, at/to the drugstore, at/to the movie, at/to the lecture, at/to the concert, at home, home, at/to the museum, anywhere, somewhere, in court, in the field

10. Saturday: Other day of the week, plus morning, noon, afternoon, evening, night, week.

11. On Saturday; on (Sunday, Monday, etc.), in the (morning, afternoon, evening), at (noon, night) (REVIEW SUBSTITUTIONS).

F. Reading Selection, Area One (To be duplicated)

1. Bill Morris is a doctor. 2. He has to go to his office every morning. 3. Every afternoon he has to visit his patients in the hospital. 4. He has patients in three different hospitals. 5. He likes to play golf, but he can't, because he has to stay home every night. 6. He wants to be with his family. 7. Sometimes he has to go to the hospital again at night. 8. He doesn't want to, but he has to. 9. Dr. Morris can speak both English and Spanish. 10. Can you?

G. Exercises, Area One

1. Exercise One-One

DIRECTIONS: Change each statement to a question and answer. Make as many different questions and answers as you can.

EXAMPLE:

Given: John and Bill want to play baseball together.

Some possible Question-and-Answer patterns:

a. Do John and Bill want to play baseball together?

b. Does John want to play baseball with Bill?

c. Does Bill want to play baseball with John?

d. Does Bill want to play baseball alone?

e. What do John and Bill want to do?

f. Don't John and Bill want to play baseball?

g. Doesn't John want to play baseball with Bill?

a. Yes, they do.

b. Yes, he does. No he doesn't.

NOW TRY THESE:

1. The teacher can speak Spanish.

2. The books will be in the library.

3. The nurses won't be tardy.

4. The architect likes to draw plans.

5. The doctor and the nurse have to go to the hospital together.

2. Exercise One-Two (Using five sentences above)

DIRECTIONS: Add a tag question to each statement.

EXAMPLE:

Given: John and Bill want to play baseball together.

Answer: John and Bill want to play baseball together, don't they?

3. Exercise One-Three (Using same five sentences above)

DIRECTIONS: Add a second sentence beginning with "So" or "Neither."

EXAMPLES:

Given: John and Bill want to play baseball.
Appropriate addition: So does George.

Given: The teacher can't speak English.
Appropriate addition: Neither can John.

4. Exercise One-Four (Using same five sentences as above)

DIRECTIONS: Repeat Exercise One-Three replacing the initial "so" or "Neither" with a final "too" or "either."

EXAMPLES:

Given: John and Bill want to play baseball.
Answer in Exercise One-Three: So does George.
New answer: George does too.

Given: The teacher can't speak English.
Response in Exercise One-Three: Neither can John.
New response: John can't either.

5. Exercise One-Five

DIRECTIONS: Fill in the blanks.

1. The doctor hopes the nurse _____ be late.

2. The architect will be on time, and the engineer _____ too.

3. The architect won't be late, and _____ will the engineer.

4. The architect will be on time, and _____ will the engineer.

5. The architect won't be late, and the engineer won't _____.

6. Steven can't come to school today. _____ can Sally.

7. Sally can't play golf. Bob can't _____.

8. Bob can go to the movies tonight. The teacher can _____.

9. The teacher can speak English, but the pupils _____.

10. The pupils can speak Spanish. So _____ Dr. Morris.

6. Exercise One-Six

DIRECTIONS: Form a question for each sentence of the Area One Reading Selection. Then answer your own question with an appropriate answer form.

EXAMPLES: (Using Sentence Number One)

Given: Bill Morris is a doctor.
Question #1: Is Bill Morris a doctor?
Answer to question #1: Yes, he is.
Question #2: Is Bill Morris an actor?
Answer to question #2: No, he isn't.
Question #3: What does Bill Morris do?
Answer to question #3: He's a doctor.

Any one of the above examples is an appropriate set of questions and answers for Sentence Number One.

Since Number Ten is already a question, there is only one way to re-word it so it is still a question.

G. Teaching Suggestions, Area One

1. Following the technique introduced in earlier quinmesters, the contractions can be developed so that the pupils will understand the importance of the apostrophe as well as its signifi-

cance.

EXAMPLE:

1. Write on the board:

   I WILL

2. Below that write:

   I WILL

3. Erase the W and the I of WILL and replace them with an apostrophe:

   I'LL

2. While it is important to use every suggested substitution in every pattern, it is not necessary to use all of the suggested substitutions in every possible combination.

   By way of example, let's examine the short question. If we substitute in the noun-subject slot only, we form 21 additional sentences. If we were to substitute into de verb-verb object slot for each of these 21 sentences, we would have formed a total of 819 sentences. If we were to substitute into the time slot for each of the 819 sentences, the number of possibilities would run into the thousands for this one short pattern alone.

3. It is good to practice changing the order of statements connected by "but," "and," and "because." For example, if the given statement is "She wants to, but she can't," the pupils should also practice "She can"t, but she wants to." Although this seems to be a simple reversal, the incompleteness of the final verb form invites confusion.

   OTHER EXAMPLES:

   Given: "She has to go to school but she doesn't want to."
   practice: "She doesn't want to go to school, but she has to."
   Given: "She wants to go to the movies, but she doesn't have to."

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Also practice: "She doesn't have to go to the movies, but she wants to."

AREA TWO

The parentheses can be substituted for the suggested substitutions at the end of Area Two.

A. Patterns, Section I

1. If (I) had (the money), (I) would (go to college).

2. If (you) had (a chance), would (you) (study to be a doctor)?

3. Yes, (I) would. No, (I) wouldn't.

4. Would (you) (go to college) if (you) could?

5. (I) would (go) if (I) could, but (I) can't.

6. (John) wanted to (finish high school), but (he) couldn't.

7. (He) had to (get a job).

8. (Are) (you) (sure)?

9. (I'm) (surprised).

B. Patterns, Section II

1. (He) told (me) (he) (could, would).

   (He) didn't tell (me) (he) (could, would).

2. (He) thought (he) (could, would).

   (He) didn't think (he) (could, would).

3. (He) said (he) (would, could).

   (He) didn't say (he) (would, could).

4. (He) knew (he) (could, would).

   (He) didn't know (he) (could, would).

5. (Is) (John) planning to be a (veterinarian)?

6. (He's) not (sure). (He) can't make up (his) mind.

7. (He) might (study to be a) (biologist).

8. (He) might, and/or (he) might not.

9. (He) might (study) something else instead.

10. (He may be planning to (study) (something) else.

C. Patterns, Section III

1. (I'm) going to study to be a (microbiologist).

2. (Are) (you)? (I) (couldn't).

3. (I) could be (an astronaut).

4. Could (you)? (You) could? So could (I).

5. Couldn't (you) (study) (something) else?

6. Yes, (I) could, but (I) (don't) want to.

7. Would (you) like to (take an advanced degree)?

8. No, thank you. (One) (college degree) is enough.

9. What would (you) like to be?

10. (I) (haven't) decided. Maybe a (doctor). How about you?

11. (I) would like to be a (race driver).

12. Would (you) like to be (anything) else.

13. Wouldn't (you) like (something) else better?

D. Patterns, Section IV

1. (Mike) (doesn't) want to be a (psychiatrist).
2. (he) would rather be a (dentist).
3. Would (Linda) rather be a (nurse) or a (secretary).
4. Would (you) like to (go to college)?
5. (I) would like to, but (I) can't.
6. REVIEW PATTERN: (I) have to (get a job).
7. REVIEW PATTERNS: Yes, (I) would. No, (I) wouldn't.
8. Would (you) like to (go to college) or would (you) rather (get a job)?
9. (I) expected (an A) in (science), but (I) didn't get one.
10. (I) ought to (study more). (I) shouldn't (go out) (so much).
11. Should (I) (spend all of my money)?
12. Yes, (you) should. No, (you) shouldn't.
13. (You) should (save some of it).

E. E. Patterns, Section V

1. (Mike) (got a scholarship). (He) must be (happy).
2. (John) used to (come to school late), but (he) (he) (doesn't) any more.
3. Did (Mike) use to (go swimming) (every day)?
4. (Does) (Mike) still (go swimming) (every day)?
5. Not any more. Yes, (he) still (does).
6. (You) had better study (your) (science).

7. (You) had better not (go out) (tonight).

8. (I'm) going to (leave). (You) had better not.

9. (I'm) not going to (stay home). (You) had better.

F. Suggested Substitutions, Area Two

(All Area One substitutions should be employed where applicable)

1. me: you, her, him, us, them, plus any proper name, plus any occupation such as teacher, the doctor, etc.

2. his: my, your, her, our, their, (Mike's), (the teacher's), etc.

3. the money: a chance

4. study to be a (doctor): go to college, finish high school, get a job, take an advanced degree, spend all of (my) money, save some money.

5. college degree: school, job

6. work harder -- daydream so often
save more money -- spend so much
study more -- go out so much
go to be early -- stay up so late

7. got a scholarship -- happy
can speak four languages -- intelligent
is planning to be a sociologist -- interested in other people

8. sure: surprised, certain

9. something: somewhere

10. come to school late: get B's in English, sleep late every Saturday, study music privately, go swimming every day, etc.

11. could: couldn't

12. would; wouldn't

13. veterinarian; travel agent, bank clerk, bookeeper, office clerk, postal clerk, employment counselor, store manager, accountant, actuary. journalist, writer, statistician, teacher, economist, physicist, psychiatrist, microbiologist, astronaut.

G. Teaching Suggestions, Area Two

1. This is a good spot to review the use of "a" as versus "an." Many of the occupations studied in previous quinmesters are reviewed here, such as architect, editor, engineer, etc., begin with vowels. A useful technique is to place two headings on the board;

CONSONANTS VOWELS
a e i o u

Elicit the consonants by saying the alphabet slowly, and having the children say "vowel" or "consonant" after each letter named. As the consonants are named, add them below the word "CONSONANTS." When this is done, elicit occupations at random and as they are supplied by the pupils, enter them under the proper heading. Allow the pupils to make the final generalization as to the use of "a" and "an."

2. Teachers whose pupils have reached this stage will often note that the pupils tend to make generalizations about verb rules. Often they will ask, "Teacher, shy is the question in the present tense?" A system for dealing with this before it comes up is as follows;

FIRST WRITE;

He told - He did tell - Did he tell?
He thought - He did think - Did he think?
He said - He did _____ - _____?
He knew - _____ - _____?

THEN REVIEW CONTRACTION DID NOT;

WRITE; DID NOT
THEN; DIDNOT

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ERASE THE O, REPLACE WITH APOSTROPE:

DIDN'T

NEXT WRITE:

He did tell	- not -	He did not tell	-	He didn't tell
He did think	- not -	He did not think	-	He didn't think
He did say	- not -	He _____	-	_____
He did know	- not -	_____	-	_____

3. Following previous method outlined in Area One and also above with "didn't," it's a good idea to continue to develop the contractions. A special problem in this area is the fact that the contractions I'd, you'd, etc., come from both <u>I would</u>, <u>you would</u>, etc., and <u>I had</u>, <u>you had</u>, etc.

Contractions encountered in this section are listed below for the teacher's convenience:

a. Section I

1) I would, you would, he would, etc.
2) would not, could not
3) REVIEW: I am, cannot

b. Section II: REVIEW: did not, he is, she is, etc.

c. Section III: have not, has not

d. Section IV:

1) REVIEW: does not, do not
2) I had, you had, he had, etc.
3) should not

H. Reading Selection, Area Two (To Be Duplicated):

1. Mike's family is very interesting.

2. His mother wats each of her children to study to be something different. 3. She wants one of the boys to be a doctor. 4. Mike wanted to be a doctor, but his older brother Kenny chose that. 5. Then

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Mike decided to be a dentist, but his older brother John won a scholarship to dental school, so Mike had to choose something else. 6. Mike thought then that he wanted to be a veterinarian, but his sister was already studying that. 7. His other sister is studying to be a nurse. 8. Mike knew he didn't want to be a nurse, but he couldn't decide what he <u>did</u> want to be. 9. Then Mike found just the right occupation for himself. 10. He is going to study to be an astronaut. 11. He has to major in science. 12. He also has to stay physically fit. 13. He is planning to run the track every day and to go swimming at least three times a week. 14. Maybe someday we'll read about Captain Mike Parker landing on Mars. 15. Who knows?

I. Exercises, Area Two

1. DIRECTIONS: Put the following statements in the correct order:

   a. Some day he hopes to be an astronaut.

   b. Then maybe he will get a college scholarship.

   c. If he succeeds in college, he might be a real astronaut by 1980.

   d. He knows he will have to go to college for that.

e. Mike Parker is a tenth grade student.

f. By 1985 he may even land on the moon.

g. So he is planning to study very hard in high school.

2. Exercise Two-Two

DIRECTIONS: Change the following question patterns to sentence patterns.

EXAMPLE:

Is he going to be an astronaut?
He is going to be an astronaut.

1. Is Mike Parker a tenth grade student?

2. Is he planning to be an astronaut?

3. Will he get a scholarship?

4. Will he go to college?

5. Would he like to study science?

6. Would he like to stay phisically fit?

3. Exercise Two-Three

DIRECTIONS: Change the following sentence patterns to question patterns:

EXAMPLE:

He is going to be an astronaut.
Is he going to be an astronaut?

1. She would rather be a teacher.

2. She would like to study music.

3. She is planning to go to college.

4. He is planning to get a job.

5. He will study science.

6. He will finish high school

4. Exercise Two-Four

DIRECTIONS: Fill in the blanks:

1. If I had a car, I _____ learn to drive.

2. Would Mike go to college if he _____?

3. Yes, he _____. He told me he _____.

4. Mike said he _____ come to the party tonight if he _____.

5. Sally _____ come. She thought she could, but she _____.

AREA THREE

A. Patterns, Section I

	INTERESTING	MORE INTERESTING	MOST INTERESTING
Mike	biology	chemistry	astronomy
Peggy	Latin	history	biology
Bill	algebra	geometry	calculus
Amy	music	English	journalism

1. Last (year) (Mike) had (three) main subjects.

2. They were (biology), (chemistry), and (astronomy).

3. (He) found (biology) to be interesting.

4. (He) found (chemistry) to be more interesting than (biology).

5. (He) found (astronomy) to be the most interesting of all.

6. (He) like (biology) very much.

7. (He) liked (chemistry) better than (biology).

8. (He) liked (astronomy) the best.

9. (Mike) thought (his) (biology) teacher was good.

10. (He) thought (his) (chemistry) teacher was better.

11. (He) thought (his) (astronomy) teacher was the best.

B. Patterns, Section II

Peggy	Jr. College	nurse
Bill	State University	accountant
Amy	Private University	writer

1. Did (Mike) like (biology)?
2. Yes, (he) did. (He) like it very much.
3. Which subject did (Amy) like the best?
4. Journalism. (She) like (journalism) the best.
5. (Peggy) is planning to be a (nurse).
6. (She's) going to go to (the junior college).
7. The (junior college) is the (least) expensive kind of college.
8. (Bill's) education will cost (more) than (Peggy's).
9. (Amy's) education will cost the (most) of all.
10. (Private universities) are usually (expensive).

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C. Patterns, Section III

	SPANISH	ENGLISH
dressmaker	good	poor
housekeeper	good	no
driver	good	good
farmer	no	good
landscaper	good	medium good
baker	excellent	no
teacher-patient	good	excellent
painter-careful	excellent	no
bricklayer-accurate	excellent	no
plasterer-quick	medium good	excellent

1. (Sra. Gonzalez) is a good (dressmaker). (She) (makes dresses) very well.

2. (Sra. Gonzalez) was a good (dressmaker). (She) used to (make dresses) very well.

3. (She) still does. (She) still (makes dresses) very well.

4. (The teacher) can speak (Spanish) well.

5. (The painter) can speak it better.

6. (The driver) can speak (English) better than (the landscaper).

7. (The teacher) speaks it the best of all.

8. Can (the teacher) (speak English) better than (the landscaper)?

9. (I'm) not (sure), but (I) think (she) (can).

10. Who's the best (welder) (you) know?

11. (Sr. Perez) is. (He) (welds) the best.

12. (The painter) is a (careful) worker.

13. (He) works very (carefully).

14. (He) works more (carefully) than (the dressmaker).

D. Patterns, Section IV

1. (Mike) (just) (went shopping).
2. (Mike) (hasn't) (seen the English movie) yet.
3. (Has) (Mike) (had lunch) yet?
4. Yes, (he) (has). No, (he) (hasn't). Not yet.
5. What (has) (Mike) done?
6. (He) (has) (gone shopping).
7. (Mike) (has) (gone shopping), (hasn't he?)
8. (Mike) (has) (studied English), but (Bill) (hasn't).
9. (Has) (Mike) ever (gone shopping) before?
10. (He) never (has). (He) has never gone shopping before.
11. (Bill) hasn't (been to New York) (for a long time).

E. Section V: English for Today, Book II, Lesson Twenty, pp. 128-131.

F. Substitutions, Area Three:

1. Wherever applicable, use all substitutions from Areas One and Two. In addition:
2. year: week, month, Sunday, Monday, etc.
3. Mike: other given names, occupational groups, etc.
4. biology: other subjects as indicated above
5. his: my, your, her, out, their
6. dressmaker: the other occupations indicated above

7. makes dresses; keeps house, drives, farms, bakes, etc.

8. careful; patient, accurate, quick

9. go shopping; have lunch, eat dinner, drink (my) coke, read the Sunday paper, study English

10. for a long time; since 1960, recently, lately

G. Reading Selection, Area Three (To Be Duplicated);

1. Mike and his friends belong to a club called Operation Amigos. 2. All the members of their club want to learn Spanish so they can visit Spain or Latin America. 3. Last year they all studied Spanish. 4. They found their other subjects to be interesting, but they liked Spanish best. 4. Amy and Peggy speak Spanish very well, but Bill speaks it better. 5. Mike speaks it the best of all. 6. When he finishes high school, Mike plans to go to the junior college for two years. 7. He wanted to go to a private university for all four years, but he couldn't. 8. A private college is the most expensive kind of college. 9. Mike plans to continue studying Spanish in college. 10. He hopes he will be the first astronaut to land on Mars. 11. If the Martians don't speak English, Mike will speak to them in Spanish. 12. Do you think he'll be understood?

H. Exercises, Area Three

1. Exercise Three-One

DIRECTIONS: Change each statement to a question and answer. Make as man different questions and answers as you can.

EXAMPLE:

Given: Mike belongs to a club.
Some possible Question-and-Answer patterns:

a. Does Mike belong to a club? Yes, he does.

b. Doesn't Mike belong to a club? Yes, he does.

c. What does Mike belong to? A club.

NOW TRY THESE:

1. Mike liked biology.

2. Peggy wants to be a writer.

3. Amy wants to be a writer.

4. The teacher can speak Spanish well.

5. Mike would like to land on Mars.

2. Exercise Three-Two (Using same five sentences above)

DIRECTIONS: Add a tag question to each statement.

EXAMPLE:

Given: Mike belongs to a club.
Answer: Mike belongs to a club, doesn't he?

3. Exercise Three-Three (Using same five sentences above)
(REVIEW: "So" and "Neither")

EXAMPLES:

Given: Mike belongs to a club.
Appropriate addition: So does George.

Given: He didn't want to go to college.
Appropriate addition: Neither did George.

4. Exercise Three-Four (Using same five sentences above)
REVIEW: "too" and "either")

EXAMPLES:

Given: Mike belongs to a club.
Appropriate addition: George does too.

Given: He didn't want to go to college.
Appropriate addition: George didn't either.

5. Exercise Three-Five (Using same five sentences above)

DIRECTIONS: Make the statements negative.

EXAMPLE:

Given: Mike belongs to a club.
Answer: Mike doesn't belong to a club.

6. Exercise Three-Six

DIRECTIONS: Put the following statements in the correct order:

a. To do that he must be an astronaut.

b. It is a club for pupils who want to learn English.

c. Mike does too, but he also wants to go to Mars.

d. Most of the members plan to go to Spain or Latin America some day.

e. Mike and his friends belong to Operation Amigos.

f. He may be the first Spanish-speaking man to land on Mars.

g. So Mike is planning to go to college.

7. Exercise Three-Seven

DIRECTIONS: Fill in the blanks:

1. Mike _____ astronomy to be his most interesting subject.
2. Peggy _____ her biology teacher was good.
3. Did Bill like algebra? Yes, he did. He liked it _____ _____.
4. Mrs. Parker is a very good teacher. She teaches very _____.
5. Amy liked journalism better than all her other subjects. She liked journalism _____ _____.
6. Bill can speak Spanish very well, but Mike speaks ___ the best of all.
7. The bricklayer is an accurate worker. He works very _____.
8. My father has read the Sunday paper, but my mother _____.

9. _____ Bill ever been to Miami?

10. No, he hasn't. He has _____ been there.

I. Teaching Suggestions, Area Three

1. Following the technique introduced earlier, it is suggested that the pupils be given the opportunity to develop the new contractions presented in Area Three.

2. A rhyme which pertains to the patterns in this area makes a very nice bulletin board. It is also very nice for a teacher to write in her pupil's autograph books, and is very meaningful to pupils who have finished this quinmester of study:

Good, better, best.
Do not let it rest
Until your good is better,
And your better, BEST!

3. Guest speakers from the community could be invited to come and talk with the students on their professions and vocation.

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4. Some songs which can enliven this area are "I've Been Working on the Railroad" (see p. 131, Book Two, English for Today) and "Anything You Can Do I Can Do Better" (see p. 79, Book Two, English for Today). The latter can be made into a dialogue song as follows:

C
PUPIL # 1: An-y-thing you can (sing), I can sing bet-ter
G7 C G7 C
PUPIL # 2: I can (sing) an--y -- thing better than you.
C G7
PUPIL # 1: No, you can't! PUPIL # 2: Yes, I can!
(Repeat this line)
C G7
PUPIL: # 1: No, you can't! No, you can't! PUPIL # 2: Yes, I
C
can!

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IV. Specific Measurable Objectives

A. Oral English

1. Paired with another pupil in a partner situation, the pupil will be able to:

a. produce any of the questions included in the material.

b. respond to any questions produced by his partner, or

c. give informative material utilizing acceptable English patterns.

2. The pupil will be able to complete the exercises above at the end of each area.

3. The pupil will be able to complete comparable exercises chosen from any standard English Second Language textbook, especially those chosen from Book II, English for Today.

B. Reading: The pupil will be able to read material selected from the lesson with correct stress, rythm, junctures, and intonation.

C. Written English:

1. The pupil will be able to produce material selected from the lesson in writing with a minimum of aid from books and dictionaries.

2. The pupil will be able to complete all of the above-mentioned exercises in writing.

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V. Resources

A. Textbooks

1. English for Today, Book Two.

2. Lado-Fries, English Sentence Patterns.

3. Institute of Modern Language, Prevocational English (Text 2 and Workbook 2)

4. Fries American English Series, Book Three and Four.

B. Other Resources

1. Peabody Language Kit

2. Language Master

3. Children's Press, The "I Want to Be" Series

4. Sciencie Research Associates, Handbook of Job Facts